

**MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP
2015-2016**

Social Studies

AP World History I & II

9th and 10th Grade

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
<p>Period 1 Technological and Environmental Transformations, to c. 600 b.c.e. Chapters 1–2</p>	<p>Key Concept 1.1 Big Geography and the Peopling of the Earth. I. Archeological evidence indicates that during the Paleolithic era, hunting foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia and the Americas, adapting their technology and cultures to new climate regions.</p> <p>Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies. I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems. II. Agriculture and pastoralism began to transform human societies.</p> <p>Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral and Urban Societies I. Core and foundational</p>	<p>1. To what extent did the characteristics of human populations change from their first appearance to ca. 600 B.C.E? (Consider size, location, and manner of accumulating food and shelter.)</p> <p>2. What changes, intentional or unintentional, did humans make to the natural environment resulting from the advent of agriculture and urban civilizations in this era?</p> <p>3. How did the natural environments of two of the following river civilizations influence developments in technology, cultural achievements, and religious beliefs? (Egypt, Mesopotamian societies, Indus River valley civilizations, Chinese)</p>	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons/ comparisons Document Analysis Dialectical Journal Inner/Outer Circle PERSIA Charts</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Chapter Outlines 2. Graphic Organizers 3. Essay Writing: DBQs, Compare/ Contrast, Change over time 4. Vocabulary Cards/Quizzes 5. Map pre-test/test 6. Class discussion of assigned readings or reading check 7. Graph/chart practice 8. Persuasive essay 9. Current Events <p>Summative Assessments</p> <ol style="list-style-type: none"> 1. Unit Multiple Choice Test 2. Unit Time line 3. Compare and contrast 	<p>4 Weeks</p>

	<p>civilizations developed in a variety of geographical and environmental settings where agriculture flourished.</p> <p>II. The first states emerged within core civilizations.</p> <p>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art</p>		<p>essays</p> <p>4. DBQ essays</p> <p>5. Change over time essays</p> <p>6. Project</p> <p>7. Debate</p>	
<p>Period 2</p> <p>Organization and Reorganization of Human Societies, c. 600 b.c.e. to c. 600 c.e</p> <p>Chapters 3-6</p>	<p>Key Concept 2.1</p> <p>The Development and Codification of Religious and Cultural Traditions</p> <p>I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.</p> <p>II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.</p> <p>III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.</p> <p>IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.</p> <p>V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive</p>	<p>1. Use at least two of the following analytic categories: class systems, gender systems, governmental systems, labor systems, nomadic vs. settled societies.</p> <p>2. Compare the development of China’s first civilization to the earliest civilizations.</p> <p>3. What do you consider the most important differences between classical Indian and classical Chinese cultures?</p> <p>4. How did the political structures of classical Greece and Rome impact the cultures that developed in each?</p> <p>5. Analyze the reasons for the increasingly wide trade networks in either the Eastern or Western hemispheres in the period from ca. 8000 B.C.E.–600 C.E.</p> <p>6. Assess and account for the changes and continuities in how humans organized their societies across the period from ca. 8000 B.C.E to ca. 600 B.C.E.</p> <p>7. Compare the technological and scientific achievements in the classical age in two of the following societies: China, Rome, India, Africa. Include information about their level of technological development, the use of technology, and the societal attitude toward innovation.</p>	<p>Leader Analysis</p> <p>Peoples Analysis</p> <p>Conflict Analysis</p> <p>Change Analysis</p> <p>Societal Comparisons/ comparisons</p> <p>Document Analysis</p> <p>Dialectical Journal</p> <p>Inner/Outer Circle</p> <p>PERSIA Charts</p> <p>Formative Assessments</p> <p>1. Chapter Outlines</p> <p>2. Graphic Organizers</p> <p>3. Essay Writing: DBQs, Compare/ Contrast, Change over time</p> <p>4. Vocabulary Cards/Quizzes</p> <p>5. Map pre-test/test</p> <p>6. Class discussion of assigned readings or reading check</p> <p>7. Graph/chart practice</p> <p>8. Persuasive essay</p> <p>9. Current Events</p>	<p>8 Weeks</p>

	<p>cultural developments.</p> <p>Key Concept 2.2 The Development of States and Empires</p> <p>I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.</p> <p>II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.</p> <p>III. Unique social and economic dimensions developed in imperial societies in Afro Eurasia and the Americas.</p> <p>IV. The Roman, Han, Maurya and Gupta empires created political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.</p> <p>Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange</p> <p>I. Land and water routes created transregional trade, communication and exchange networks in the Eastern Hemisphere.</p>		<p>Summative Assessments</p> <ol style="list-style-type: none"> 1. Unit Multiple Choice Test 2. Unit Time line 3. Compare and contrast essays 4. DBQ essays 5. Change over time essays 6. Project 7. Debate 	
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	<p>II. New technologies facilitated long-distance communication and exchange.</p> <p>III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.</p>			
<p>Period 3 Regional and Transregional Interactions, c. 600 c.e. to c. 1450 Chapters 7–16</p>	<p>Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks</p> <p>I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade network</p> <p>II. The movement of peoples caused environmental and linguistic effects.</p> <p>III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</p> <p>IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.</p>	<ol style="list-style-type: none"> 1. Explain the spread of science and technology across Eurasia due to the emergence and spread of Islam. 2. Compare the political institutions of two of the following empires: Tang-Song, Abbasid, Western Europe, Byzantine Empire. 3. In what ways did the Mongols contribute to the continued trends of cross-cultural interactions in Eurasia, and in what ways did they cause discontinuities in those trends? 4. Assess the impact of Islam on sub-Saharan political, social, and economic structures. 5. Compare the mechanisms of the spread of three of the following religions: Christianity, Judaism, Buddhism, Islam, Confucianism, Hinduism. 6. Compare the effects of three of the nomadic migrations of the following on the settled societies into which they migrated: Aztecs, Mongols, Turks, Vikings, Bantu. 7. Evaluate the role that the conversion to the Islamic faith had on the politics, economy, and society of the Sudanic kingdoms. 8. To what extent was the Indian Ocean region a coherent, connected “whole” in the postclassical era? Consider political, 	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons/ comparisons Document Analysis Dialectical Journal Inner/Outer Circle PERSIA Charts</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Chapter Outlines 2. Graphic Organizers 3. Essay Writing: DBQs, Compare/ Contrast, Change over time 4. Vocabulary Cards/Quizzes 5. Map pre-test/test 6. Class discussion of assigned readings or reading check 7. Graph/chart practice 8. Persuasive essay 9. Current Events 	<p>16 Weeks</p>

		<p>economic, social, and cultural examples.</p> <p>9. How did the consolidation of political empires in the post-classical period empires affect the status of women? Choose two of the following to analyze: Tang/Song; Aztec; Mali and Songhay, Abbasid, Mongol khanates.</p> <p>10. Analyze the advantages and disadvantages of being a part of a tributary empire for Japan, Korea, and Vietnam under the Chinese; Russia under the Tartars; and peoples of Central America under the Aztecs.</p> <p>11. Assess the accomplishments of the institution of the Roman Catholic Church in Western Europe in reintegrating Western Europe into the Eastern hemisphere region in this period.</p> <p>12. For one of the following civilizations, assess the impact of important political, economic, and social changes and continuities as it moved from the river-civilization period through the classical and post-classical period: Chinese, Indian, Mediterranean, Persian.</p> <p>13. Compare the ways in which the Mongol khanates ruled and assimilated into Chinese, Persian, and Russian societies.</p> <p>14. Analyze the economic, cultural, and political relationships between settled/sedentary peoples and nomads in two regions: Viking, Hungarian, Mongol, Aztec/Mexica, Bantu.</p> <p>15. Compare European and Japanese feudal systems as social and political organizations.</p> <p>16. Compare the economic, political, and cultural roles of cities in three of the following civilizations: Inca, Byzantine, Chinese, Mali.</p>	<p>Summative Assessments</p> <ol style="list-style-type: none"> 1. Unit Multiple Choice Test 2. Unit Time line 3. Compare and contrast essays 4. DBQ essays 5. Change over time essays 6. Project 7. Debate 	
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	<p>Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions</p> <p>I. Empires collapsed and were reconstituted; in some regions new state forms emerged.</p> <p>II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.</p> <p>Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences</p> <p>I. Innovations stimulated agricultural and industrial production in many regions</p> <p>II. The fate of cities varied</p>			

	<p>greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.</p> <p>III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.</p>			
<p>Period 4 Global Interactions, c. 1450 to c. 1750 Chapters 17-23</p>	<p>Key Concept 4.1 Globalizing Networks of Communication and Exchange</p> <p>I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara and overland Eurasia.</p> <p>II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved</p>	<ol style="list-style-type: none"> 1. Compare the labor systems in two of the following areas in the early modern period: Latin America, Russia, Ottoman Empire, western Europe. 2. Discuss the significance of the Ottoman, Safavid, and Mughal empires to the international politics of this period. 3. Analyze the relationship of political structures to the acquisition of colonies. 4. What factors led to the creation of the first global economic network in the late 15th century? 5. Analyze the influence or importance of Islamic culture on the European Renaissance. Consider economic, cultural, and technological changes. 6. Analyze the confluence of economic, social, and technological circumstances that led to the rapid expansion of the slave trade in the early modern period. 7. Why were sugar and sugar plantations so profitable for Europeans in this period? 8. Compare the expansion of Russia with the expansion of the Ottoman Empire, the 	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons/ comparisons Document Analysis Dialectical Journal Inner/Outer Circle PERSIA Charts</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Chapter Outlines 2. Graphic Organizers 3. Essay Writing: DBQs, Compare/ Contrast, Change over time 4. Vocabulary Cards/Quizzes 5. Map pre-test/test 6. Class discussion of assigned readings or reading check 7. Graph/chart practice 	<p>12 Weeks</p>

	<p>understanding of global wind and currents patterns—all of which made transoceanic travel and trade possible.</p> <p>III. Remarkable new transoceanic maritime reconnaissance occurred in this period.</p> <p>IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.</p> <p>V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.</p> <p>VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.</p> <p>VII. As merchants' profits increased and governments collected more taxes, funding</p>	<p>western European empires, and the Chinese empires in the 16th–18th centuries. Pay particular attention to the politics of inclusion and exclusion of various subject groups.</p> <p>9. Assess the impact of the Columbian Exchange by describing two of the following regions before and after 1492: the Americas, Asia, Europe, Africa. Be sure to include both direct and indirect consequences of the exchange.</p> <p>10. Assess the degrees of change that occurred in different regions of Africa after the first wave of European contact in the 15th and early 16th centuries.</p> <p>11. To what degree did Chinese society change during the Ming dynasty? Be sure to distinguish between the early and later periods of the dynasty.</p> <p>12. Describe the key similarities and differences between China's Zheng He expeditions (1405–1423) with those of Western Europe in the late 15th and early 16th centuries.</p> <p>13. Explain the role of the Chinese, Indian, and Islamic cultures in laying the foundations for European maritime explorations in the 15th century.</p>	<p>8. Persuasive essay 9. Current Events</p> <p>Summative Assessments</p> <p>1. Unit Multiple Choice Test 2. Unit Time line 3. Compare and contrast essays 4. DBQ essays 5. Change over time essays 6. Project 7. Debate</p>	
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	<p>for the visual and performing arts, even for popular audiences, increased.</p> <p>Key Concept 4.2 New Forms of Social Organization and Modes of Production</p> <p>I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.</p> <p>II. As new social and political elites changed, they also restructured new ethnic, racial and gender hierarchies</p> <p>Key Concept 4.3 State Consolidation and Imperial Expansion</p> <p>I. Rulers used a variety of methods to legitimize and consolidate their power.</p> <p>II. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres.</p> <p>III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.</p>			

<p>Period 5 Industrialization and Global Integration, c. 1750 to c. 1900 Chapters 24-28</p>	<p>Key Concept 5.1 Industrialization and Global Capitalism I. Industrialization fundamentally changed how goods were produced II. New patterns of global trade and production developed that further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount of goods produced in their factories. III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions. IV. There were major developments in transportation and communication. V. The development and spread of global capitalism led to a variety of responses VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy Key Concept 5.2 Imperialism and Nation- State Formation I. Industrializing powers established transoceanic</p>	<ol style="list-style-type: none"> 1. Compare two of the following revolutions in terms of inspirations, goals, and the diverse groups involved: American, French, Latin American. 2. Analyze the reasons why England and the Western Europeans moved towards industrialization in this period. Consider also the decision not to industrialize in other regions. 3. Discuss the economic and social effects of the early industrial economy on the lower classes of society: rural workers and urban workers. Be sure to include gender distinctions in your response. 4. Explain the economic relationship between the British colonial empire and the financing of the Industrial Revolution. 5. Compare the early attempts to create an industrial economy in three of the following: England, U.S., Japan, Russia, China, Egypt. Consider political, economic, social, and religious categories in your analysis. 6. Compare Russia’s interactions with the West with the interaction of one of the following other empires with the West: Ottoman Empire, China, Tokugawa Japan, Mughal India. 7. Compare the economic, political, social, cultural reasons for European colonization in the mid to late 19th century. 8. How did whether one was a settler or a non-settler colony affect political, social, and cultural relations between the colonized and the colonizers? 9. Assess and explain the amount of change in women’s roles in two of these societies during the period of 1750–1914: Western European, Ottoman Empire, China, India, SubSaharan Africa, Latin America. 	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons/ comparisons Document Analysis Dialectical Journal Inner/Outer Circle PERSIA Charts</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Chapter Outlines 2. Graphic Organizers 3. Essay Writing: DBQs, Compare/ Contrast, Change over time 4. Vocabulary Cards/Quizzes 5. Map pre-test/test 6. Class discussion of assigned readings or reading check 7. Graph/chart practice 8. Persuasive essay 9. Current Events <p>Summative Assessments</p> <ol style="list-style-type: none"> 1. Unit Multiple Choice Test 2. Unit Time line 3. Compare and contrast essays 4. DBQ essays 5. Change over time essays 6. Project 7. Debate 	<p>20 Weeks</p>
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	<p>empires</p> <p>II. Imperialism influenced state formation and contraction around the world.</p> <p>III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism</p> <p>Key Concept 5.3</p> <p>Nationalism, Revolution and Reform</p> <p>I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.</p> <p>II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>III. The spread of Enlightenment ideas and increasing discontent with imperial rule propelled reformist and revolutionary movements.</p> <p>IV. The global spread of Enlightenment thought and the increasing number of</p>	<p>10. Evaluate the impact of the Industrial Revolution on European politics.</p> <p>11. To what extent did the definition of “democracy” change from 1750 to 1914? Compare the colonization and development of the U.S. with colonization and development in one of the following areas: Australia, Canada, New Zealand.</p> <p>12. Compare the development of modernizing and nationalist movements in the Ottoman Empire and China in this period.</p> <p>13. Analyze the interplay among industrialization, imperialism, and global conflict in Western Europe and Africa in this period.</p> <p>14. Consider the decisions to embrace or reject Western traditions in this period, comparing two distinct examples.</p>		
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	<p>rebellions stimulated new transnational ideologies and solidarities.</p> <p>Key Concept 5.4 Global Migration</p> <p>I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</p> <p>II. Migrants relocated for a variety of reasons.</p> <p>III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations</p>			
<p>Period 6 Accelerating Global Change and Realignments, c. 1900 to the Present Chapters 29-37</p>	<p>Key Concept 6.1 Science and the Environment</p> <p>I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</p> <p>II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.</p> <p>III. Disease, scientific innovations and conflict led to demographic shifts.</p> <p>Key Concept 6.2 Global</p>	<ol style="list-style-type: none"> 1. To what extent did the two world wars end European global dominance? Why? 2. To what extent did the creation of the League of Nations, the United Nations, the PanArab League, and the Non-Aligned Nations affect the patterns of global interactions in the 20th century? 3. Assess the political, economic, and social consequences of the world wars on two of the following: Russia, China, sub-Saharan Africa. 4. Assess the effects of rapidly changing demographic and environmental trends in the 20th century in two of the following regions: Latin America, sub-Saharan Africa, India, USSR/Russia. 	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons/ comparisons Document Analysis Dialectical Journal Inner/Outer Circle PERSIA Charts</p> <p>Formative Assessments</p> <ol style="list-style-type: none"> 1. Chapter Outlines 2. Graphic Organizers 3. Essay Writing: DBQs, Compare/ Contrast, 	<p>20 Weeks</p>

	<p>Conflicts and Their Consequences</p> <p>I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end</p> <p>II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires.</p>	<p>5. Discuss how the impacts of the globalization of science, technology, and culture have led to a unification of the global community in the 20th century.</p> <p>6. Compare the positive and negative impacts of globalization on nations in two world regions.</p> <p>7. Discuss the extent to which local opposition to the forces of globalization has succeeded in the second half of the 20th century.</p> <p>8. How successful were two of the following in their quests to change the status quo in the 20th century: feminism, peasant protests, international Marxism, religious conservatives?</p> <p>9. Identify and explain the important changes and continuities in the Russian sphere from 1914 to the present.</p>	<p>Change over time</p> <p>4. Vocabulary Cards/Quizzes</p> <p>5. Map pre-test/test</p> <p>6. Class discussion of assigned readings or reading check</p> <p>7. Graph/chart practice</p> <p>8. Persuasive essay</p> <p>9. Current Events</p> <p>Summative Assessments</p> <p>1. Unit Multiple Choice Test</p> <p>2. Unit Time line</p> <p>3. Compare and contrast essays</p> <p>4. DBQ essays</p> <p>5. Change over time essays</p> <p>6. Project</p> <p>7. Debate</p>	
	<p>III. Political changes were accompanied by major demographic and social consequences.</p> <p>IV. Military conflicts occurred on an unprecedented global scale.</p> <p>V. Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.</p> <p>Key Concept 6.3 New</p>	<p>10. Compare the social, economic, and political changes and continuities of western Europe and Japan in the 20th century.</p> <p>11. Compare the political, economic, and social causes and effects of two of the following revolutions: Russian, Cuban, Mexican, Chinese, Iranian.</p> <p>12. Compare the implementation of communism in two nations. What modifications were made to Marx's ideas in the process?</p> <p>13. Compare two of the following revolutions in terms of women's participation and the revolutions' impact on women's roles and status: Russian, Cuban, Mexican, Chinese, Iranian.</p>		

	<p>Conceptualization of Global Economy, Society and Culture</p> <p>I. States responded in a variety of ways to the economic challenges of the twentieth century.</p> <p>II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.</p> <p>III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.</p> <p>IV. Popular and consumer culture became global.</p>	<p>14. Compare the patterns of post-war decolonization in Africa and Asia.</p> <p>15. Compare the legacies of colonization in Africa, Asia, and Latin America.</p> <p>16. Assess the differences between imperialism and neocolonialism.</p> <p>17. Assess the advantages and disadvantages of high-tech warfare and guerrilla warfare in the 20th century. Use three specific conflicts as examples.</p> <p>18. To what extent did post-war art and culture diverge into new and different directions (different from the pre-war era) in two of the following regions: Europe, Soviet Union, U.S., Middle East?</p> <p>19. What is the value of trend-based forecasting in the context of historical studies?</p> <p>20. How has the role of the great powers—and especially the United States—changed in the last two decades?</p>		